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THE PARTICIPIAL CLAUSE. — *Continued.*

A CONSIDERABLE portion of our last article was given to the discussion of the participial clause, with especial reference to the case-form of its subject, when the clause is used as the subject of a proposition; the object of a preposition; or the object of verbs of hindering and preventing. In all such cases, the grammars uniformly teach that the subject of this clause should be in the *possessive* case. We showed by a large number of quotations from the best English writers, that so far from this being true, the *possessive* case form is almost never used, excepting in the case of *proper nouns* or *pronouns*. Authors whose writings are perfectly grammatical in *other* respects, habitually use these participial clause forms with the subject in the *objective* case, as is shown by the large number of examples quoted. In some of our best writers these forms are found on almost every page.

It is quite possible that American writers use the *possessive* form here more frequently than English writers use it. For this would be true were they to use the possessive form *at all*, excepting in the case of *proper nouns* and pronouns. But even among the best American writers, it will be found, on examination, that usage is strongly in favor of the *objective* case-form.

Thus *Dr. A. Alexander:* "The circumstance of *the ice remaining* unmelted." "The occasion of so great a multitude of *people being found* in Jerusalem."

From *Prescott:* "The mischief likely to result from this *opulent city* falling into the hands of his rival." "The war then was at length terminated, and that without the *president having been called upon* so much as to lift his sword against a Spaniard." "The fact of their *priesthood being drawn* exclusively from the body of the Jews." The report of an armed *force having* assembled there."

So the following: "About *merit being suffered* to languish in obscurity."—*Irving.* "This variety of the members consists chiefly in the *pause being* so artfully *varied* that it falls upon a different syllable."—*Boyd's Milton.* "Objects to *Milton giving* this name to Pharaoh." "Disproved by some of his *external actions not appearing* totally base."—*Stebbing.* "The old romances frequently speak of *enchanted castles being empaled* with fire."—*Todd.* "Aristotle taught that these motions are effected by a *tutelary genius of each planet* residing in it, and directing its motions."—*Dr. Olmstead.*

Our best rhetoricians and grammarians, both English and American, even those who dogmatically teach that this possessive case should be used, yet, in their constructions, use habitually themselves the objective case-form, excepting in the case of proper nouns and pronouns.

Thus from *Blair's Rhet.*: "A great part of our pleasure arises from *our plan or story being well conducted*" "No reason to wonder *at this being* the case." "She objected only to *Oppianicus having* two sons by his present wife." "The *Britons being subdued* by the Saxons, was a necessary consequence of *their having called* in these Saxons to their assistance." "What we had there said, concerning the *Saxons expelling* the Britons, is a clear and good reason for our *present language being Saxon* rather than English."

From *Murray's Grammar:* "The only material difference between them, besides the *one being short and the other being long.*"

"A beautiful instance of *the sound of words corresponding* to motion." "Instances of the *present participle being used* passively." "Examples of the *past participles being* applied in an active sense." "An adjective by the attributive belonging to it, is contrasted with other objects." — *Dr. S. H. Taylor.*

But it is unnecessary to add more examples. Suffice it to say, that any one who will take the trouble to notice clausal construc-

tions in his reading, will find, not only that the clause in question is *very largely used*, but also that the possessive case-form of the subject is exceedingly rare, excepting, as we have said, in the case of the *personal pronouns* and *proper names*, where the objective case would generally create ambiguity, — and where, consequently, the rules of grammar are disregarded in order to secure clearness. We now pass to the further consideration of this clause.

It will be seen by noticing the various illustrations of the participial clause already given, that in every case it is used *substantively*, — that is, in every case it is used either as the *subject* or the *object* of a verb, or the *object* of a *preposition*. It will be seen, likewise, that the case-form of the subject is either the nominative or the objective, according to its grammatical construction with the principal verb, or with the governing preposition, excepting that the possessive case-form is used in certain relations to prevent ambiguity.

Now, it should be noted that this clause is sometimes used as an *adverbial* element, instead of a substantive. In this case it sustains no *grammatical* connection with any other word or words of the proposition. Hence, in such uses, as there is no grammatical reason for changing the case-form of the subject, and as in our language case-forms are never used, as in the classical languages to indicate *logical relations*, the subject remains in the nominative case. But it should be remembered that when we dispose of the subject of a participial clause thus used, as nominative case absolute or independent, we mean always *grammatical* and not logical independence of the rest of the proposition. Thus, "*They coming*, we departed." Here there is no grammatical connection whatever between the participial clause, or either word of it, and the rest of the sentence; but it stands related in *thought* to the other words, as *cause* or *reason*.

The predicative term in these clauses is more commonly a *present active* participle. The *present* and *the perfect passive* participles are, however, quite often formed. Thus: "Saw *the bird* killed." "Saw the bird *being killed*," not "*to be killed*," which changes the sense, the former referring to the *killing* itself, the

latter to the *result* merely. So, "Heard *a book read*," "Found *the city burned*," equals "found *the city having been burned.*"

The Latin uses these *perfect passive* participial clauses much more frequently than they are used by the English, as we shall see when we come to discuss Latin clause-forms. Thus: "Ante Roman conditam," Lit. "before *Rome having been founded*," etc.

As in the case of the infinitive clause, the participial clause is often divided with passive verbs. Thus: "*He* was seen *coming.*" "*The birds* were heard *singing.*" "*The enemy* was observed *retreating.*"

In each of these cases the *real* subject of the principal *verb* is the divided participial clause, while the grammatical nominative, or apparent subject, is the noun or pronoun immediately preceding the verb. This is manifest from the *sense*, and will be seen also by carrying the principal verb into the *active* voice, and making the participial clause the object. Thus: "Heard *the birds singing.*"

Participial clauses, like demonstration and infinitive clauses, are sometimes introduced by *expletives.* Thus, "*It being now daylight*, we departed." Here the real subject of the participial clause is "*daylight.*" So, "Am certain of *its being reported that he was present.*" Here the subject of the participial clause is the demonstrative clause "*that he was present.*" "*There being a large force present* the enemy fled." From the previous discussions, it will be seen that the *apparent* subject of a proposition is by no means always its *true* subject. This the pupil should clearly understand. He should see, moreover, that there is frequently no necessary grammatical agreement in person and number between the principal verb and the *real subject.* This is only the case when the real and apparent subject are the same. Thus, in the example, "*The Cretans* were said *to be liars.*" The real subject, "The Cretans to be liars," is singular, while the verb is plural to agree with the apparent subject Cretans. So, in such example as "*Birds* were heard *singing.*"

The same thing occurs in the French, when the expletive is used as the *apparent* subject or grammatical nominative, thus: "*Il est des peines*," *Madame de Stael*, literally translated is, "there *is* griefs." The true subject is "*des peines*," but the verb agrees in number and person with the expletive "*il.*"

One other point should be noticed in this connection. What is the proper case-form of a predicate noun after a participle whose subject is in the *possessive* case? Shall we say, "Am sure of its being *he, his,* or *him?*" It seems strange that in a case so plain, we should have so many opinions, and that we should find, even among first-class grammarians, advocates for every one of the three *case-forms* in an example like the above.

Of course every one recognizes the well-known grammatical principle, true in all languages, that verbs take the *same* case-form after them as before them when both words refer to the same person or thing. The simple question then is, What case-form do we have before the participle? In the example under consideration, indeed, the *possessive;* but for no grammatical reason, simply, as we have seen, a *substitute for the objective* to secure perspicuity. Indeed, we have found that with the exception of *proper names* and *pronouns,* our best writers, both English and American, use always in such examples the objective case-form.

The objective case-form, then, is the true *grammatical* construction before the participle. Hence, the *objective case-form should be used after it,* and the example should read, "Am sure of its (it) being *him.*" There can be no doubt about this matter. In the example, "Am sure of *this* being *him,*" who does not see that "*this*" is in the objective, and consequently that "*him*" is in the objective?

So in the example, "*His being a foreigner* prevented his election." Foreigner is clearly in the *nominative* case, because "*his,*" the case to which it refers, *represents* a *nominative* case grammatically, though the possessive is assumed for the sake of escaping ambiguity.

It should be noted that whenever the subject of a participial clause takes the possessive case-form, the latter should be *passed* as the *possessive absolute;* for it is manifest that it has no *grammatical* connection with any other word in the proposition.

Such, then, are the facts respecting the participial clause. It should be carefully studied as one of the most interesting organic structures in language, as one that has a very large and varied use, not only in the English, but especially in the French, the Ger-

man, the Latin, and the Greek; and as one that could not be spared without great inconvenience and detriment. In all these languages it is used both substantively and adverbially; and, in the Greek, at least, has a substantive use as varied and as frequent as the demonstrative or the infinite clause-form. Why it has not been honored heretofore as worthy of a place and a name along with the *infinitive* clause, seems difficult to understand. All our grammars both English and classical, have much to say about infinitive clauses, but there is not one that so much as mentions such a thing in language as a participial clause.

In the next *Teacher* we hope to discuss the Relative clause.

OREAD.

MORE SCRAPS FROM A STUDENT'S NOTE-BOOK.

I SUPPOSE Virgil is as remarkable for elegance as for high imaginative power, or melody, or any other distinctively poetical excellence. I should myself be inclined to name *elegance* as his most marked characteristic, and it would therefore seem presumptuous to charge him with the use of *slang*, especially in grave passages; but what shall we say of that expression in the story of Nisus and Euryalus,* where the attack upon the latter by Volscens is described as a process of "walking into him," *ibat in Euryalum?* Or of another, in the warning to farmers to mark well the appearance of the sun and the moon, that they may not "be taken in," *capiere*, by the treacherous calm of a serene night? † But Homer is worse yet, for a vulgarism in the mouth of a god is positively shocking; and I confess I do not understand how Homer, who is always simple and direct, but never guilty of offences against good taste, could make Zeus tell Poseidon to "take," and do so and so.‡

What one of our statesmen was it that proposed, in 1860, to "let the Union slide." I have forgotten; but I distinctly remember my surprise, having long observed the purity and elegance of the diction of our Congressmen, that such an expression should have

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* Æneid IX. 422. ‡ Il. VII. 459. † Geor. IV. 425.

been uttered in so dignified a body as our House of Representatives. I did not suspect at the time what ancient and respectable authority could be brought forward for the phrase. But not long after I observed that Xenophon had employed the same in his account of the supper given by Seuthes.* It is there related that Arystas, the Arcadian, instead of imitating the example of the rest, who politely served each other, looked out for number one, and let "politeness slide, εἶα χαίρειν."

Xenophon represents Menon as a thorough-paced villain, and tells how he (Menon) used to speak of it as favor, if any one left his service, that he did not kill him, while he was in his employment. Xenophon evidently could not appreciate a joke, and did not understand that this was a bit of grim humor on the part of Menon, containing a tacit allusion to Æsop's fable of the wolf and the crane. When the crane had pulled the bone out of the throat of the wolf, and demanded the stipulated reward, the wolf replied, with a grin, "Do you think it a small reward that you were allowed to draw your head unharmed out of the jaws of a wolf?" I have often wondered that the humor of this passage has never been noticed by any German commentator. These pesky Germans leave a fellow, as a general thing, no chance to be original on the classics, and I therefore take peculiar pleasure in announcing that the credit of this discovery is due entirely to American scholarship.

It is remarkable how frequently we meet with that grammatical error which consists in using the perfect for the present infinitive. I have observed it in some of the most accurate writers. Leigh Hunt has, in his Autobiography, *I intended to have written;* Ruskin has, *I could have wished to have given; I intended to have told.* In Stanley's Life of Arnold, I marked the following: *I should have liked to have seen; He had intended to have preached; He intended to have lived.* The same error occurs twice in the first part of "Rab and his Friends." Helps says, *Lord Bacon would not have needed to have attended many councils.* Cicero has the same error, if a man may dare to accuse Cicero of writing incorrect Latin. He says,† *factum esse oportuit.* How can this be correct logically?

* Anab. VII. 3, 23.

† In Cat. I. 2 ad fin.

There did exist an obligation (*oportuit*) that something should have been done previously. That is nonsense. Perhaps we may get over the difficulty by taking *factum* as an adjective. Virgil writes,* *indulsisse vacat*, and that I cannot explain.

The German invaders of Britain called the native inhabitants *Welsh*, signifying thereby precisely what the Greeks in Asia Minor meant by calling those tribes about them, whose language they could not understand, barbarians, that is, *unintelligible*.

W. C. C.

"NO TIME."

How often some of us utter these words! We have no time for this, no time for that, no time indeed for any exercise, the object of which is to interest and amuse, as well as to instruct, — time only for the dull routine of spelling, grammar, arithmetic, etc., day after day, till scholars, and teachers too, almost wish that such tiresome things as school-books had never been invented. And why? And why is that word *dull* an appropriate one in that connection? Let me mention some of the different modes of spending time which I have observed in certain schools in this State, and I think the answer to these questions will be apparent. We will suppose a spelling lesson is to be prepared. The children are told that "they may learn the next page, and have half an hour in which to do it." They take their books, open them languidly, and stare dreamily at them or at something else, during the half-hour; something else often happens to be a fly which the student has been fortunate enough to entrap, and which he takes this opportunity to dissect. A few, perhaps, the brightest in the class, really study, at least part of the time. Now, in my opinion, that half-hour has been wasted. It certainly has not been very profitably employed. Requiring children to study a page of words, when they are utterly ignorant of the meaning of at least one half of them, may well make the time given to such study seem long and dull to them.

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* Arn. X. 624.

Then there is grammar, which is made one of the dryest and most tedious of studies in many schools. Why, it is an actual fact, that in a certain school not long since, a grammar lesson of *two pages* was given to a class, with scarcely any explanation too, which was required to be repeated verbatim! The reason given for assigning so much for one lesson was, that it was a review; but to the poor children it was a review of what they never knew, the lesson having been taught (?) in the same manner the first time. It must have taken at least two hours for the children — those, I mean, whose memories were sufficiently retentive to enable them to do it at all — to have accomplished the task, and it seems to me that such expenditure of time is, to speak mildly, extremely injudicious.

Arithmetic can never be made quite so uninteresting to a class as grammar can; yet there are the rules, which cause more unhappiness to some children than we perhaps imagine. If the subject under consideration is perfectly understood by the child, he will be able to give a correct explanation of it without repeating, parrot-like, the words of the rules; and even if these have been previously explained to the class, it is better, I think, to allow a child to use his own language rather than another's, whenever it answers the purpose equally well.

History, which might be made a most intensely interesting study, is, on the contrary, often rendered a weary task to children. Committing to memory page after page of a history text book, cannot be considered one of the most profitable modes of spending time. We visited a school recently while a class in history, taught by this method, was reciting, and the question, "What was the stamp-act?" was asked. A bright-faced little boy rose to answer it, but, unfortunately, couldn't get started; so turning smilingly to his teacher, he remarked that he had "forgotten the first line of that verse," but that "he knew all the rest of it." The missing first line being repeated by the teacher, he triumphantly finished the paragraph; but whether he had any clearer idea of the stamp-act than before, I rather doubted.

Now, in the time which it must have taken to have learned that paragraph (it was a long one), the knowledge, not only of the

stamp-act, but of all the other causes which finally led to the Revolution, might have been acquired.

As to geography, the order in which the subjects are usually presented, is enough to show that much time is wasted, particularly in the lower classes; for instead of proceeding from the simple to the more difficult, we proceed from the more difficult to the simple; that is, we teach mathematical before physical geography; add to this that frequently the children are obliged to repeat these unintelligible definitions from the book, with little or no explanation, and perhaps it is not to be wondered at that we have no time to devote to exercises which do not tend *directly* to produce one hundred per cent in the examination.

I will endeavor now to give some idea of other modes of spending time, which I deem preferable. The length of this article will not permit me to give more than a general statement of the manner of proceeding with the different subjects.

The first care of the teacher should be to awaken the interest of the children in their studies; this being secured, the labor of teaching them is much diminished.

Let us consider, first, how we can make the most of the time given to spelling. I do not think that drilling scholars day after day on the words in a spelling-book, is the best course to pursue in order to produce good spellers, though while such words as *eleemosynary, syzygy,* and others of equal importance to the children, are introduced into high school examinations of admission, it is perhaps useless to mention any other. Let them learn to spell first all the words in common use. I should say, words which they understand, and consequently feel interested in learning to spell; then take those which are less common. If this were done, we should not see so often in the writings of children these common words misspelled, and others of much less importance to them spelled correctly.

The teacher should prepare the lesson with the class, particularly with the lower classes, calling attention to and explaining the meaning of the most difficult words. I would *generally,* not always, have a spelling lesson written, rather than spelled orally, for in this way each child spells every word given out, and is also

obliged to be careful how he spells when he is writing, and all teachers know how often a child will spell a word incorrectly when writing, which orally he would not think of misspelling.

In teaching grammar, it is advisable, for the first year, at least, not to use a book; we can teach more, and have what we teach much more clearly understood in this way, than by the method usually employed.

Beginning with the parts of speech, impart to the children first the idea of the noun and verb, exercising them on these, until they are able to point them out readily in any simple sentence; then take the adjective, adverb, and article, proceeding in the same manner with them.

In order to familiarize children with the different parts of speech, require them to write sentences containing them. And, indeed, I consider these writing exercises of great importance in every study, such exercises, I mean, as sentence-making, composition-writing, writing abstracts of lessons, etc.; and all time devoted to them, I believe, is time most usefully employed. The child is taught by these exercises, — to mention only one of the advantages arising from their use, — what will always be of the greatest benefit to him, — the art of expressing his thoughts. Who can tell how many more authors might thus be made!

After the adjective and adverb would come the pronoun, and, after this, the preposition, conjunction, and interjection.

When the children are familiar with all the parts of speech, they will be ready for the two kinds of nouns, common and proper; then number, gender, person, and the present, past, and future tenses of the verb. All this is perfectly simple, and can be taught much more easily, and quickly, without a book than with one. After this, it would be well to use a book, but it should only be used as an aid to the child in remembering what has been already explained and is fully understood by him.

Arithmetic is one of the most important studies of the Grammar School course, and as such should receive its full share of time and attention. The principles of arithmetic are not very difficult to understand, if presented at the right time and in the right way to the minds of the children; and once thoroughly understood, they

will have little difficulty in reasoning out any problem we may give them.

It seems to me needless to spend so much time on the four fundamental rules, as is often the case; it is necessary, certainly, that children should possess a thorough knowledge of the processes of addition, multiplication, substraction, and division; but this can be obtained without going to quadrillions and sextillions.

Practical questions, involving small numbers, are of much more importance at this time.

In commencing geography, a book, I think, is needless, as the definition of most of the natural divisions can be drawn from the children, by reference to what they already know of them. Those divisions with which they would be perhaps unfamiliar, such as isthmuses, straits, etc., should be drawn on the board by the teacher, and then described by the children. If every school was provided, as it should be, with large wall maps, representing the different natural divisions, the labor of teaching geography to beginners would be greatly lessened.

I believe that map-drawing should be a marked feature of the teaching of geography, from the beginning. A map drawn once or twice a month on Bristol-board, and finished in the highest style of art, is not of much use, as far as the real study of geography is concerned. Such maps are very pretty, I know, and very ornamental to the walls of a school-room on exhibition day; but the actual benefit the child derives from such productions is not enough to compensate for the amount of time devoted to their preparation. A better plan, in my opinion, is to have the map of a country, or part of a country, as it is studied, drawn by the class, first from the copy, afterwards from memory, and have these maps used in the recitations. Thus, the *location* of every place about which he studies will be firmly fixed in the child's mind; consequently, he will have less difficulty in remembering whatever he may learn of it more.

The common method of teaching history is to have a certain amount, say a paragraph or two, repeated from the text-book. The time which it takes to prepare such a lesson is from half an hour to an hour; it would take perhaps fifteen minutes for the class

to learn every *fact* which the lesson contained; the remainder of the time, then, is spent in committing to memory words. I know it is urged by some teachers that memorizing the words of the text-book aids the child in remembering the facts learned. I cannot understand why. A child must be very singularly constituted who can remember the *fact* of the discovery of America any better by acquiring it in the following manner: —

"It was not known for a long time, that there was any land lying west of Europe, but finally a man by the name of Christopher Columbus, a native of Genoa, in Italy, who had a more correct idea of the form of the earth than most of the men among whom he lived, concluded that there must be large countries yet undiscovered, and that by sailing west he could reach them; accordingly, having been provided with three small vessels and ninety men, he left the Andalusian harbor of Palos on the third of August, 1492, and in October of the same year he discovered the New World," than by simply learning that America was discovered by Christopher Columbus in October, 1492.

Of course children should be acquainted with many of the incidents connected with the discovery; but I think, by reading from any good history an account of it, and being required at the recitation to give a clear and connected narration of the event, in their own language, or, better still, to write out an account of it, they would remember as much as if the words of the text-book were memorized. Besides, two important results would follow: 1st, the child would be taught to express his thoughts correctly and concisely; 2d, time would be saved, so that much more could be taught by this method than by the other, in the same time. The history of England is important to us Americans, and it seems to me that English history might thus be taught in the time that is now devoted to the history of the United States alone; and as so many of our children finish their school education in the grammar schools, it seems desirable that this should be done.

It is difficult for us to teach as well as we otherwise might, while one teacher has charge of so many pupils, generally in two distinct sections, and is also obliged to teach so many different studies.

Would it not be a better arrangement to have one study taught by one teacher throughout a school? In this way, the teacher would know exactly what to expect from a class, during the whole course; consequently no time would be wasted in finding out "where a class is," as is the case every six months now. I had the pleasure of passing a few days, some time ago, in a school where this system was carried out to a certain extent, in the two upper classes, and the results of it, as far as I could judge, seemed to prove it an advantage both to the teachers and pupils.

P. S. T.

CULTIVATION OF TASTE IN PUPILS.

"A THING of beauty is a joy forever," but the power to appreciate the beautiful is as a well of joy, from which may be drawn, at any time, fresh delight. It matters not how much of perfection in nature or art may be around us, if we, having eyes, see not, and having ears, hear not, those things which would be revealed to us. What to the untutored barbarian are the symphonies of Beethoven, or the productions of Raphael? What are Milton or Shakespeare, to minds just capable of appreciating Mother Goose? In how many different ways *Nature* looks into the eyes, and speaks to the ears of her children. A little flower, a tiny shell, a bit of delicate moss, may move the heart of one, and cause a thrill of pleasure, when the same object has been carelessly passed by others.

"The humming of flies always reminds me of Sunday," said a friend to me once. All the sweet hallowed associations of that day were called to mind by what, to most ears, would *not* be music.

One person sees in every stone a footprint of its Maker, on every flower the autograph of God. The wind makes music in his ear. The thunder is sublime. But to some rough old farmer, stones are a simple nuisance in his fields. They just blunt and break his mowing-machine, and are in the way generally. As for flowers, he don't want any in his garden handsomer than pumpkin blossoms. He don't object to sunflowers, for those are useful. The seeds will do for the hens; and they are pretty good-looking

flowers, too. He is glad to have a thunder shower, if his hay is all safe, because it will clear out the air, and make the crops grow.

We have all heard of the man who thought it a pity that so much water should run to waste over Niagara Falls; and we sometimes see those who would utilize every thing in nature, leaving nothing for beauty or effect.

In this busy, hurried life of ours, do we not all neglect much that was meant to make us happy? We look upon works of art, and admire. Our souls are moved by the genius of the hand that made them. We *expect* this. We are willing to spend an hour and a bit of scrip to gratify our taste. But do we go out every day into God's world, as fully expecting to be delighted with *His* work, as we are with the work of His creatures? Do we not sometimes grudge the time which we would spend in viewing a landscape or watching the changing clouds?

It is no mean artist who paints for us the evening and the morning sky; who tints the flowers of spring, the fruits of summer, and the autumn leaves; who throws a soft white mantle over all when winter comes. We need not fear an imperfection in His work who guides the planets in their order, and directs the lightning in its track; who shakes the earth, or bids the sea be calm. His perfect models ever are before us, and in the smallest and most common we may find something to admire. .

But why is it that so many *cannot* see much that we call beautiful in nature and in art? Why is the imagination of one so kindled by what to another is commonplace? Is taste a natural endowment, or is it the result of education?

There are, doubtless, some minds that could never be made to appreciate a fine poem or an exquisite painting; and there are others that seem instinctively to know what is as it should be. Yet education, with most minds, seems to have a powerful, if not an all-powerful, influence in deciding taste. This we show that we believe, when taking for granted that a person educated under certain circumstances will like certain things, and dislike others.

We should expect that a child educated in China by the Chinese, even if of American origin, would have a taste not only for rats and mice, but for long cues and celestial music. And we do

expect that when Chinese children are educated in America they will become Americanized in their tastes.

If, then, taste is in a great degree the result of education, we, as educators, should not be forgetful of the fact, but should bring to bear what influence we can to help in the formation of a delicate and correct taste in our pupils.

What can we do? First, as in every other teaching, we need to cultivate in ourselves what we would give to those we instruct. In a thousand unconscious ways we impress our scholars with our own thoughts and feelings. They are keen to detect our likes and dislikes. They are apt to imitate. I have known a whole class of boys to shine in brass jewelry because the master wore a flashy ring. And how closely do the little girls study the dress and manners of their teacher. How quickly they discover her fondness for flowers, and other natural objects; and how ready they are to try to gratify her taste, and, at the same time, to gratify their own. Do they not see as readily, too, whether she most admires physical or moral beauty?

The teacher of a primary school, if she would cultivate taste in her pupils, has often great need of soap, water, towels, and a comb; and some children are very slow to learn that a clean face is more becoming than a gaudy ribbon. The pictures and adornings of our school-rooms have much to do with the formation of taste in our scholars.

A nice painting, or a fine engraving, may not at first be appreciated as would be a coarser picture. But if its beauties are pointed out, and the child left to study it day after day, he will by and by learn to like it, and learn, too, more justly to value other works of art.

Plants and flowers are always welcomed by the children at school. But if they can themselves have care of the plants, and help arrange the flowers, their pleasure will be increased, and they will learn much for the improvement of their taste. Of course the teacher will need to help them, to show them how to do their work, to suggest ways of arranging the flowers.

In the same way they will become interested in minerals, shells, insects, and bugs, if they can take them in their hands, look at

them, examine them perhaps with a magnifying glass, and learn about them. Most children will gladly come a few minutes earlier, or stay a few minutes later for the sake of having a hand in such work.

In no way can we better prepare them to appreciate *art* than by the study of nature.

The regular lessons of the school-room, of course, all have a direct influence on the formation of literary taste. The discipline of mathematics, as well as the study of grammar, history, rhetoric, and the languages, helps to prepare the mind for critical analysis, correct judgment, and, as a consequence, for the enjoyment of those works which will bear criticism.

The reading lessons and the pieces learned for rehearsal before the school, fix themselves in the mind, and cling with the pleasant memories of school-days. Elocution is not all that they teach. How many have been attracted to the study of our best authors by extracts from their works, with which they became familiar at school.

Readers are selected for us. It is ours to search for and to bring out their treasures with which to enrich the minds of our pupils. With the choice of pieces for rehearsal, we have something to do, and it is worth the while to take care that what is written on the memory be something worth remembering, — not simple doggerel or slang, but good thoughts, expressed in good English. Wit that is wit, and humor worthy the name.

But for the full enjoyment of taste, the *heart* must be educated as well as the head. Moral beauty must have, as it deserves, the highest place. A generous action or a noble thought should elicit more admiration than a beautiful figure of speech, or an artistic picture. While we would have our pupils keen to see and enjoy rhetorical excellence, we would have them no less keen to detect the *true* or the *false*, in whatever dress it may appear.

While we would have them pay all due regard to personal appearance and manners, we would have them feel that *character* is more important than either. We would have them love nature; but at the same time remember that he knows little of the beauty of this earth, who cannot look through nature up to nature's God

N.

STUDIES FOR CHILDREN.

AIM: TO DEVELOP THOUGHT AND EXPRESSION.

I.

"WHO was ever the first one out of doors after a snow-storm?"

"How did you know you were the first, Charlie?"

"Has any one been the *second* to walk upon the snow?"

"And how could you tell that some one had been before you?" "I could see the tracks."

"We will call them *footprints*. Could you tell who made the footprints?" "I could tell whether it was a man or a little boy, by the size."

"What other footprints might there be?" "Footprints of a dog or a horse."

"You see footprints in snow: where else might you see them?" "In the mud, in clay, on paint."

"Why on these more than on wood, or frozen ground?" "Because they are soft."

"Suppose you were as light as a fairy, would you have footprints?"

"What is it, then, that makes the footprints?" "Your weight."

"Yes: and the footprints will be like what?" "Just like the foot that made them."

II.

"Do you remember the lesson we had upon my shopping-bag?"

"What made the sides pretty?" "They were stamped."

"Yes; into flowers and leaves. What about the leather made it possible to stamp it so?" "It was soft; and the figures pressed upon the leather were like what?" "The footprints in the snow."

"What else did we have that could be stamped so?" "The covers of a photograph album."

"There are other things that can be stamped in this way. I will write,—'*Some things can be stamped or pressed.*'"

III.

"What also can you do with snow because it is soft?" "Make snow-balls."

"What with mud?" "Make mud-pies."

"Who ever made little things of clay and left them in the sun to dry?" "There is something used at home that is made into nice shapes like mud-pies." "Dough."

"Yes, what are some of the things made?" "Biscuit, pies, doughnuts, hearts and rounds."

"And the baker makes beside?" "Crackers."

"Yes, and stamps his name upon them."

Some of these things are shaped very nicely by the hands while they are soft, then baked or left to dry. The little children at the Kindergarten make things of clay, such as apples, pears, and images of many things. They call it moulding, so we have learned that? "*Some things can be moulded into nice shapes.*"

IV.

Jimmie mentions the plaster things the image man brings; we will find out how they are made. Susie, do you ever have blanc-mange at your house?

"How many do?"

"What shape does it have as it comes upon the table?" "Ours is a rabbit."

"And what gives it that shape?"

"Let Susie try to tell us."

"It is put into a mould."

"Tell the children about the mould." "The inside of the dish is all cut out."

"Is it always a rabbit?" "No; sometimes a lamb, sometimes an ear of corn; there are a great many shapes."

"And, Susie, what did you call the dish?" "A mould."

"Then *some things are cooled in a mould.*"

"Can you think of something else?" "Gelatine jelly."

"Here is a piece of wax; tell me, M., what it looks like." "An acorn."

"And this?" "An apple."

Read from the board:—

1. Some things are stamped.
2. Some things are moulded.
3. Some things are cooled in a mould.

"Tell me how you think the wax was made into this shape." "Yes, it was melted and then cooled in a mould."

"And now about the plaster images, Jimmie. Can you tell which of the three ways would be best?" "Plaster is like white-wash, only thicker."

"Jimmie is right. It is put into moulds and then dried."

V.

"Here is a fern leaf or something like it, who can tell of what it is made?" "Of wood."

"And in which of the ways?" "No, not in any. It was not soft like the clay, could not be melted like the wax, so it was —" "Cut."

"Yes, we will say *carved*. Then what shall we say of some other things?" "*Some things can be carved.*" *

"Tell me some things that are made prettier by being carved." "Furniture." "Brackets."

"Here is an ornament that was once upon a stove. How must it have been made?"

Difference of opinion. The children did not think it could be melted. Horse shoes talked about, and the two ways of shaping iron considered, and "*Some things can be heated and hammered into shape*," was added to the list of ways.

VI.

You spoke of the plaster man. "Who ever saw any other white statue, and can tell of what it was made?" "Of marble."

"And who can tell how?" The children thought it must be carved, but substituted the chisel for the knife, when working in stone was brought to their minds.

"The people who make these statues are artists, and are called *sculptors*. What shall we say of these things?" "*Some things are cut with the hammer and chisel.*"

"Now here are six different ways of working. Read them."

1. Some things can be stamped.
2. Some things can be moulded.

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* The children may be told of the new process of stamping wood.

3. Some things can be cooled in a mould.
4. Some things can be carved.
5. Some things can be heated and hammered.
6. Some things can be cut with hammer and chisel.

"And I shall put the names of some things upon the board, and let you decide how they were made."

Book covers.
Monograms in paper.
A cake of fancy soap.
A China dish.
A bronze horse.
A sugar lamb.
A chocolate drop.
A nail. A needle.
Stucco work.*
A key. A gold pin.
A glass bottle.
A bead.
A Parian head.†

Each of these was made the subject of a talk, and the way for each explained. The leisure time for a week might well be given to such a subject. S.

A TEACHER'S THOUGHT.

THREESCORE pair of childish feet
Meet me here, day after day,
Seeking the path of Knowledge bright,
And Wisdom's pleasant way.
God help me, that these little feet
Be not led astray.

Threescore pair of busy hands,
Intent on good or ill,
Are to be trained for usefulness,
Their mission to fulfil.
God grant these many little hands
May learn to do His will.

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* It is said to require six weeks for hardening the clay, and only a small proportion comes from the mould perfect.

† The teacher can get gelatine moulds.

Threescore pair of eager eyes
  Note every act of mine;
Learning, by them, unconsciously,
  More than by "line on line."
Lord, help me, that my life, each day,
  Be more and more like Thine.

Threescore little human souls
  Receive from me, each day,
Some impress, either true or false,
  Which will be felt for aye.
Help me, these little souls to lead
  To Thee, dear Lord, I pray.

T. F. W

ON TEACHING BOTANY IN SCHOOLS.

[From lecture of J. M. WILSON, in Quebec *Journal of Education*.]

As Botany seems the best subject for beginning to train boys in scientific methods, and as no English work is thoroughly to be recommended as a guide to botanical teaching, I shall devote a brief paragraph or two to the illustration from botany of what I hold to be the true method of *beginning* to teach science. It is a subject, however, for an essay of itself.

Suppose, then, your class of thirty or forty boys before you, of ages from thirteen to sixteen, as they sit at their first botanical lesson; some curious to know what is going to happen, some resigned to anything, some convinced that it is all a folly. You hand round to each boy several specimens, say of the Herb Robert; and taking one of the flowers, you ask one of them to describe the parts of it. "Some pink leaves" is the reply. "How many?' "Five." "Any other parts?" "Some little things inside." "Anything outside?" "Some green leaves." "How many?' "Five.' "Very good. Now pull off the five green leaves outside, and lay them side by side; next pull off the five pink leaves, and lay them side by side; and now examine the little things inside. What do you find?" "A lot of little stalks or things." "Pull them off and count them." Then show them the little dust-bags at the top and finally the curiously constructed central column, and the carefully concealed seeds. By this time all are on the alert. Then

we resume: the parts in that flower are, outer green envelope, inner colored envelope, the little stalks with dust-bags, and the central column with the seeds. Then you give them all wall-flowers; and they are to write down what they find; and you go round and see what they write down. Probably some one has found six "*storks*" inside of the wall flower, and you make him write on the black-board for the benefit of the class the curious discovery, charging them all to note any such accidental varieties in future; and you make them very minutely notice all the structure of the central column. Then you give them all the common pelargonium, and treat it similarly; and by the end of the hour, they have learnt one great lesson, the existence of the four floral whorls, though they have yet not heard the name.

Next lesson time they come in looking more in earnest, and you give them single stocks and white alyssum, which they discover to be wonderfully like the wall-flower; and you have a lot of flowers of vegetable marrow, some of which are being passed round while you draw two of them on the board. The difference is soon discovered; and you let them guess about the uses of the parts of the flower. The green outer leaves protect it in the bud; the central organ is for the seeds; but what is the use of the others? Then you relate stories of how it was found out what the use of the dust-bags is; how patient Germans lay in the sun all day to wait for the insects coming; and how the existence of a second rare specimen of some foreign tree was found out in Paris, by its long-widowed spouse in the Jardin des Plantes at last producing perfect seeds. A little talk about bees, and moths, and midges, and such creatures, finding out what they have seen, and your second lecture is over.

In the third lecture, you take the garden geranium, and beg them to examine it very closely to see if it is symmetrical. Several will discover the unsymmetrical outer green leaves; one or two will discover the hollow back of the stem; then the pelargonium, and its more visible unsymmetry; then the common tropæolum; in each of which they find also the same parts, and count and describe them; and, lastly, the tropæolum Canariense, with its grotesque irregularity; and they are startled to find that the curious-looking

flower they know so well is constructed on the same type, and is called by the same name; and by the end of the lesson they have learned something of irregular flowers, as referred to regular types, something of continuity in nature.

So in succession, I cannot give more detail, you lead them through flowers where the parts cohere, as in the campanula; through plants deficient or odd, through roses and mignonette and honeysuckle, and all the simple flowers you can find; till they thoroughly know the scheme on which a simple flower is made. Then you challenge them to a dandelion or daisy; and each has to write down his ideas. Your one or two genuises will hit it; some will be all wrong, without a shadow of doubt; the majority fairly puzzled. You give them no hint of the solution, tell them to lay it aside; and you give them the little thrift, and challenge them to find its seeds, and how they are attached. This many will do, and pick out the little seed with its long thread of attachment, and then they will go back to their dandelions with the key to the structure; and find its seeds, too, and be charmed to discover the remains of its poor outer green envelope, and even its little dust-bags. How proud they are of the discovery! they think they have the key of knowledge now. And then you begin a little terminology, — calyx and sepals, corolla and petals, stamens and pollen, pistil and stigma, and so on; and test their recollection of the forms of all the flowers they have examined. Then you notice the spiral arrangement of leaves on a twig of oak, or thorn, or willow, and the internodes; and the overlapping of the sepals of the rose and Herb Robert; the alternance of the parts; and finally they work out the idea, that the floral whorls grow on the stem, and are a sort of depressed spiral of leaves with the internodes suppressed. A few monstrosities and pictures are shown, and the grand generalization is made; the pistils are re-examined with fresh interest to test the theory; and all their old knowledge is raked up once more. Then, too, the value of the theory is criticised; and a lesson of caution is learnt.

Then a step forward is made towards classification, by cohesion and adhesion of parts; and the floral schedule is worked; and so step by step to fruits, and leaves, and stems, and roots, and the wondrous modification of parts for special uses, as in climbing plants; and the orchids, which are a grand puzzle till a series o

pictures from Darwin step in to explain the use of the parts and plan of the flower. Then some chemistry of the plant is introduced with some experiments, and the functions of all the organs are discussed. And, lastly, strict descriptive terms are given, and the rest of the course is occupied by the history and the systems of classification, with constant reference, however, to the other conceptions that the class has gained.

PRIMARY INSTRUCTION.

[From report of W. W. WATERMAN, Superintendent of Schools, Taunton.]

THE impression is too prevalent that the candidate for the teacher's vocation who has not the requisite attainments for a position in the Grammar school department, can be tried in the Primary school. This impression is decidedly wrong. The person who has not the literary attainments sufficient for a Grammar school, is not qualified to occupy the teacher's desk of a school of any grade; and certainly no position demands peculiar tact or special fitness more than that of the Primary teacher. Our Primary schools are really the foundation of our educational structure. In them are commenced the formation of those habits which, gaining strength during the various stages of mental, moral, and physical growth, influence thought and action during the whole subsequent course of school training. Hence, the formation of *habit* must be specially guarded in childhood, and first instruction and influences should be correct. The first bending of the twig should be in the direction in which the tree is to be inclined, that its maturing growth may not be checked by an after attempt at *rebending* it, to change its inclination. No error is more pernicious than that of an incautious standard for the Primary teacher. Every person of ordinary experience and observation is aware that the task of correcting habits already established is much more difficult than that of instituting new ones. Again, childhood is the period of the greatest confidence in precept and example. Hence the saying, "First impressions are the most lasting." If these are well and accurately directed, the pupil is fitly prepared for successful progress, in care

of the true and skilful educator, in the more advanced departments of his instruction: to the extent that they are wrongly directed, the early tuition is a detriment to future advancement in charge of a careful mental culturist. Hence, viewing this matter merely in the light of financial policy, we must regard the time of the pupil more than lost, and the educational funds of the city worse than squandered, to the extent that erroneous instruction is practised in the elementary school.

But this is not all. The habits thus early formed, not only will affect the entire course of school training, but, also, will characterize the person of mature years. Habits give direction, not only to thought and action, but to the *mode* of thinking and acting — influence not only the course of mental development, but constitute the *character of the individual.*

The work of the Primary teacher is not simply to have the children harp on the alphabet and combination of letters a few times each day, and to keep idly quiet during the long intervals, or to have them learn and say their lessons at stated times, in the little reader, speller, primary arithmetic, and geography, with no motive placed before them for exertion. The little urchins thus trained generally form habits of indolence which retard their whole subsequent course of study; or, by this unnatural process, imbibe such a positive dislike for the school-room and school study, as will render them as uneasy in our temples of learning as was Regulus in his barrel. The time has gone by when can be tolerated the practice of having the children sit with folded arms during a large portion of the day, because the would-be teacher has a deficiency of practical ingenuity, or a lack of ambition to interest them and keep them usefully employed. The elementary teacher, more than any other, must draw from her own resources to awaken and keep alive an interest in the minds of children who are yet incapable of prolonged study from the text-books, and have not acquired the power of independent, patient investigation. It has been well said, "It requires the greatest wisdom to teach the profoundest ignorance." Beyond the carefully-trained habits in literary attainments which are indispensable to the teacher of any particular grade of school, there is a wide margin for the exercise of

judgment and tact in seeing that the pupils are constantly interested and engaged. No true teacher will content herself with completing a dull routine of wearisome duty, or allow the school exercises to become monotonous, or wanting in the enthusiasm peculiar to children. Singing, physical exercises, building with blocks, black-board drawing, drawing from cards, printing, drawing and writing upon slates, object lessons by the teacher, the occasional reading of a well-selected story, accompanied with a few judicious comments, are among the exercises which may be employed to relieve the school tedium of the little ones; while ideas of form, color, length, distance, numbers, weight, size, locality, direction, and a fund of useful knowledge may be attained, and, at the same time, greater proficiency be made in the knowledge and use of letters, and the subject-matter of the text-books, than when the latter are studied unattended by collateral information.

MISCELLANEOUS.

— Sydney Smith had a brother distinguished for his talents, but exceedingly sedate, having no element of wit or humor in his composition. Sydney said that "he and his brother contradicted the law of gravitation; for his brother had risen by his gravity, and he had sunk by his levity."

— What a Man Knows. What a man can write out clearly, correctly, and distinctly, without book or reference of any kind, that he undoubtedly knows, whatever else he may be ignorant of. For knowledge that falls short of that, — knowledge that is vague, hazy, indistinct, uncertain, — I, for one, profess no respect at all. And I believe that there never was a time or country where the influences of careful training were in that respect more needed. Men live in haste, write in haste, I was going to say, think in haste, only that perhaps the word *thinking* is hardly applicable to that large number, who, for the most part, purchase their daily allowance of thought ready made. — Lord Stanley.

— To gain a good reputation, endeavor to be what you desire to appear. Give every man thine ear, but few thy voice. Take each man's censure, but reserve thy judgment. A man has no more right to say an uncivil thing, than to act one; no more right to say a rude thing to another than to knock him down. A man's own good breeding is the best security against other people's ill-manners. He who reforms himself has done more towards reforming the public than a crowd of noisy, impotent patriots.

Editor's Department.

NOTICE. — The additions to our subscription list during the past month have entirely exhausted our surplus copies of late numbers of the *Teacher*. We can no longer, therefore, furnish new subscribers with back numbers. Such subscribers can commence with the present, or any future number. We do not propose to close our books yet, but hope to add a thousand or two more names to the list before the year expires.

DEDICATION OF THE GIRLS' HIGH AND NORMAL SCHOOL BUILDING, BOSTON. — The new building on Newton Street has been occupied by the Girls' High and Normal School since last October. The dedicatory exercises took place on the 19th of last month, having been delayed till the Hall should be completed and furnished. The occasion was one of more than ordinary interest, and can hardly fail to have a beneficial influence upon educational progress.

The building is probably the finest public school building in the world. No pains or expense have been spared to adapt it to the wants of the school, as its cost, $308,000, will testify. It was hard to realize in the presence of such an array of young ladies, in so fine a building, with its capacious hall rich in statuary and beautifully decorated with flowers, that not twenty years have elapsed since Boston has thought a High School education necessary for girls.

The Rev. Henry Burroughs, Chairman of the High and Normal School Committee, after receiving the keys from the Mayor, gave a concise history of the school, paying a just tribute to the memory of its late Head-master, William H. Seavey. He then, in a few well-chosen words, confided the keys to the present Head-master, Ephraim Hunt. The latter responded in fitting terms, expressing his satisfaction at what had been done, and his belief that it would prove an inspiration to teachers and pupils, and stand in its grand proportions as typical of the education Boston intends to give her children in all that pertains to modern culture.

Pres. Eliot, of Harvard College, as President of the Social Science Association, then presented the statuary which had been placed in the

Hall. Addresses followed by C. C. Perkins, Ex-Gov. Washburn, Superintendent Philbrick, David H. Mason, Loring Lothrop (the first master of the school), and Charles W. Slack. These addresses were interspersed with music, vocal and instrumental, by the young ladies of the school, and an orchestra, under the lead of Mr. Eichberg.

The statuary in position in the hall, procured at a cost of $1,500, is thus described: —

"The fixed portion consists of what is generally known as the Panathenœic frieze, the original of which once embellished the external walls of the Parthenon, or Greek temple of Minerva, at Athens, a considerable portion of which is now in the British Museum, and forms a portion of the collection called the Elgin Marbles. The casts are from the same collection. The plates or slabs are three feet four inches high, and occupy the space directly under the cornice of the intersection of the walls and ceiling, and extend entirely around the hall, a length of 275 feet. Among the casts of statuary are a full-length statue of Demosthenes, also of Diana, Polyhymnia, one of the muses, Pudicitia, a female figure representing chastity, one of the Caryatides, from the Erechtheum of the Acropolis, Amazon, the Venus of Milo, and a colossal statue of Minerva. Of busts there are two Apollos, a colossal bust of Juno, the same of Jupiter, a bust of Pallas, of Homer, Pericles, Æsculapius, Zeus, Bacchus and Augustus, a half-length figure of the Genius of the Vatican, the same of Psyche, and a piece of statuary called the Bone-player."

We give the excellent presentation address of Pres. Eliot, as we find it reported in the *Daily Advertiser*: —

"*Mr. Chairman*: — It is my pleasant office to offer, in behalf of all those who have contributed toward placing this collection of casts here, their contribution toward the success and the development of this school. We have thought that while there is enough controversy in the educational world as to the proportion which different studies should take in it, while some of us are very much on one side and some on the other, and not so many of us, perhaps, between the two, with regard to the prominence which should be given to one study above another, there is an opportunity, for those of us who believe in its influence, to advocate one study not generally advocated, and to press its claims upon the thoughts and the affections of this educated community. Fair as our school system is, and adorned as it is with all the light and beauty that stream in from the past upon the present, there is one ray which has not yet penetrated far, one that comes from the art of the ancient world, one that, if it comes, comes here, as everywhere, fraught with light and benediction. About the place that should be assigned to Greek language or literature in a programme of study, there may be a question; but about the place to be assigned to Greek art there is no question, and there can be no question among those who know what that art is and what power it is susceptible of wielding. If it were only as a mere negation of that high pressure put upon our children, if it were only as a

softening element introduced into study that needs to be softened and shaded down, —

"Quam neque longa dies nec pietas mitigat ulla,"—

like the harper who lays his open palm upon the harp to deaden its vibrations, æsthetic education, if it found its place among us, would soften and sweeten the whole course of study. But it is not merely as a negation that art should be welcomed among us; it ought to come full of that positiveness, full of that inspiration which we all stretch out our arms to accept and open our hearts to bless. Greek art is the expression of the finest culture and the deepest thought that have ever found an abiding place upon this earth. It was the pursuit of the best men in Athens and throughout Greece. It ought to be cherished by us, it ought to be made more of for the lessons, not merely artistic, but intellectual and moral, which it conveys. In its simplicity, in its idealism, in its unbroken and unshaken truthfulness, it is a teacher of principles which no scholar can learn without being the better for them, and no community cherish without being sanctified by them. If we welcome it here, we shall welcome something which will make our school brighter, our home dearer and our whole lives nobler. We shall welcome something which we can take into our breasts and cherish there, and, while we cherish it, it cherishes us and gives life and breadth and purity. Mr. Chairman, I offer in the name, not merely of the American Social Science Association, but more particularly in the name of those members of the association, and those friends of theirs not members, who have taken part in this work, the collection which we see on and about these walls. It has been carefully chosen under the guidance of one who will follow me in explaining his choice. We owe to him, I am free to say, a large share of what will make this collection valuable here, and will lead, as we trust, to its being imitated elsewhere; and I beg the teachers and the pupils of this school to feel that we ask them and depend upon them to help us in this experiment which we are trying. If they value these expressions of art, if they think well of them and speak well of them, if they get that good from them which we believe they will, the ripple which is stirred here to-day will spread far beyond this school and this city to every part of the country; and there will gradually come into the education of the United States an æsthetic element which it now wants, but which is as sure to come through this experiment, or through some better experiment, as the sun is sure to rise to-morrow. I beg your permission, Mr. Chairman, in conclusion, to read a part of a letter, which was addressed to me to be read to-day. It comes from the friend who gave this frieze which runs about these walls, a friend who was the first to propose this work, whose sympathy and enthusiasm have encouraged it at every step, and who ought to be here to-day in the flesh, as I doubt not he is in the spirit, to witness the result of his efforts and his hopes, — Mr. James M. Barnard: "A great interest is felt here," he writes from Italy, "in this movement, particularly in the plan which has been adopted for the public schools by the association. I wish I could be present to rejoice with you in the inauguration. Receive my profound

sympathy. Mrs. Barnard unites with me in presenting to the Girls' High and Normal School, through the association, the frieze of the Parthenon, reproduced by Brucciani from the originals in the British Museum." And now, Mr. Chairman, not only the frieze, but the statues and busts become the property of this school; and as long as they stand here, may they stand as silent but not the less effective teachers of all that is good and pure in the human neart, and all that is truest and noblest in human lives."

Meetings for Discussion. — The Teachers' Meeting holds its regular sessions on the first and third Saturdays of each month, at the Educational Room.

The following appointments have been made: —

June 3d. A discussion of the question, "How should Primary Reading be taught?"

June 17th. A discussion of the question, "What knowledge constitutes a knowledge of Geography?"

July 1st. A consideration of the subject, "Teachers' Associations in Vacation Time."

The sessions continue from 2.30 to 4.30 P. M. Further meetings will be omitted until Sept. 16th.

Social gathering of teachers for conversation upon educational matters during the hour previous to the discussion.

All teachers and friends of education are cordially invited to be present and to participate in the exercises.

Nathan E. Willis, *President.*

Simeon J. Dunbar, *Secretary.*

School Reports. — Our thanks are due to committees and superintendents for copies of their respective reports. Such documents are always acceptable. We should be glad to receive them from all the towns in the State.

— Benjamin W. Richardson, M. D., F. R. S., says: "I have always persistently opposed the special prize system in schools. As a teacher with large experience, and as a student, I can recall no single instance in which noted prize men in early youth bore away more than other youths the prizes, that is to say, the successes, of after life. I have, however, known many, many times the successful prizemen in the class the least successful afterwards, and as often have known the most ordinary man in the class come out as the best man in life."

INTELLIGENCE.

CHARLES F. DUNBAR, formerly editor of the *Daily Advertiser*, has accepted the Professorship of Political Economy, at Harvard University.

REV. JAMES FLETCHER, late of the High School, Danvers, has entered upon his duties as Principal of the Lawrence Academy, Groton. The elegant building lately erected for the use of the Academy was first occupied March 31st.

REV. F. R. CHAPIN has resigned the pastorship of the East Congregational Church, Amherst, to accept the office of Superintendent of the Public Schools of that town.

WILLIAM C. SPRING has been elected Superintendent of Public Schools, by the School Committee of Sandwich.

MISS E. A. BRIGGS, formerly a teacher in Newton, has been elected Principal of the High School in Scituate.

BOSTON. The Public Deaf Mute School. This school is located at No. 11 Pemberton Square, and is under the charge of Miss Sarah Fuller, with Misses Mary F. True, Ellen L. Barton, and Annie E. Bond as assistants. It has been in operation a little more than a year, and now numbers thirty-eight pupils. These are taught by the lip method. They watch the movements of the muscles of the speaker's mouth and throat, and practise these movements till they can produce the corresponding sounds. In the beginning, both teachers and pupils labored under great difficulties, as this method of instructing was comparatively new. But a great gain has been made. A few days ago a public exhibition of the attainments of the scholars was held, which was exceedingly satisfactory to all present. A class of beginners, six or seven years old, by watching their teacher's lips, seemed to understand her questions, to which they wrote answers upon their slates. They could spell some few words phonetically. A more advanced class could speak words of one or two syllables, of which they had learned about one hundred and fifty. Still older pupils showed considerable ability in reading so as to be understood. One of the pupils read a good account of Mr. Mackaye's lecture, at Tremont Temple, upon the Art of Dramatic Expression, which had been *seen* and reported by another pupil. Mr. A. Graham Bell, son of Prof. A. Melville Bell, was present and explained the system of *visible speech* originated by his father. It is understood that he will give instructions to the teachers of this school in this method.

TAUNTON. We have received the Report of the School Committee, including the First Semi-Annual Report of the Superintendent, W. W. Waterman. It gives good evidence that the public schools are in good condition, and taking rank with the best in the State. John P. Swinerton is Principal of the High School; Joseph B. Seabury, Sub-master, and Luthera H. Leach, Assistant. We find our old friend, George C. Wilson, a true man, and one of the most faithful of teachers, still at the head of the Cohannet Grammar School. Of the

Summer Street Grammar, Aurelius C. Sherwin is Master; of the Weir Grammar, Edwin S. Thayer. Anna S. Dean teaches the East Taunton Grammar; Emily F. Burt, the Myrickville Grammar; Ellen F. Luscomb, the Whittenden Grammar. The present population of Taunton is 18,467; children between five and fifteen, 3,471. The number enrolled in the schools during the past year was 3,470. Pupils taught in evening schools, 403. Number of teachers employed, 69. During the last term there were 1,174 pupils in the Primary Schools, 867 in the Intermediate, 574 in the Grammar, 417 in the Ungraded, and 85 in the High.

NEW BEDFORD. Annual Report, and Report of Superintendent, H. F. Harrington. The schools are reported as gaining in efficiency. The teachers are commended for their acquirements, their deeper sense of responsibility, and their earnest desire for progress. The faithful labors of the Superintendent are kindly recognized, and the citizens are congratulated that "so sacred trusts are confided to so sound a judgment and so kind a heart." Mr. Harrington's report details the condition of the schools, and is mainly devoted to the establishment of the following principles: "Public Schools are for the development and nurture of true and noble citizenship;" "the order of nature in the development of our powers should dictate the character and relation of our processes of instruction;" "an organic unity should comprise in one systematic whole the several ascending grades of the schools;" "the various studies prescribed for our schools should be carefully apportioned to each other according to their relative values as branches of a true education;" "the teachers should have regard for principles more than for processes;" and "no teacher should be appointed who is not thoroughly competent for the work." These are argued with directness and force.

Principal of the High School, Charles P. Rugg; Sub-master, Charles T. Lazell. The Grammar masters are H. W. Warren, Fifth Street; Samuel Harrington, Middle Street; Charles E. E. Mosher, Parker Street; and George Russell, Jr., at Acushnet. Nehemiah Lincoln is at the head of an ungraded school. In the High School are 288 pupils; in the Grammar, 1,315; in the Primary, 1,460; in the Country, 417; in the Ungraded, 54; in the Evening, 75.

CAMBRIDGE. Annual Report, and Report of Superintendent, E. B. Hale. The High School is in a high state of efficiency, never more worthy of patronage than now. The Training School, under the charge of Mrs. Anna C. Sullivan, has done excellent work. Thirteen graduates of the school have received permanent positions as teachers. A Drawing School was established in conformity to law. It was attended by one hundred and forty persons. Its success has led the committee to believe "that it will prove one of the most useful as well as popular features of our Common School system." In methods of instruction, the report advocates giving the teachers the greatest freedom and holding them to the closest responsibility. The "text-book" and "course" should neither be imposed nor followed with iron rigidity. The teacher should have resources of his own. Mr. Hale's report discusses the condition of the

several grades of schools, points out their excellencies, and suggests improvements. It shows a thorough acquaintance with the schools, and a clear conception of the work to be done. Its practical suggestions cannot fail to be of advantage to teachers.

The High School is now under the charge of Lyman R. Williston; associated with him is William F. Bradbury, with John Orne, Jr., Theodore P. Adams, Mary F. Peirce, Emma A. Scudder, Elizabeth M. Fessenden, and Hannah Gleason, as assistants. The Allston School is under the charge of Benjamin W. Roberts, with twelve assistants; the Harvard, Aaron B. Magoun, with seven assistants; the Putnam, Francis Cogswell, with seven assistants; the Shepard, Daniel B. Wheeler, with seven assistants; the Thorndike, Ruel H. Fletcher, with nine assistants; the Washington, Daniel Mansfield, with eight assistants; the Webster, Alvah C. Smith, with eleven assistants. The number of pupils in the High School, 280; in the Grammar Schools, 2,987; in the Primary, 3,216. Total, 6,483, an increase of 296 during the past year. Number of teachers, 145. Cost of instruction, $49.64 for each pupil in the High School; $16.52 for for each pupil in the Grammar; and $12.43, for each in the Primary. The population of Cambridge has reached 40,000, and the number of children between five and fifteen years of age is 8,086.

Monson. This town employs seventeen teachers, — all of them female. The High School scholars are instructed in Monson Academy. The schools were kept last year at a total cost of $4,192.58. The Chairman of the Committee is Rev. Charles Hammond, and the annual report bears the marks of his incisive pen. Last year the town voted "six months for all the schools and no more;" this year he expresses the hope it will vote "six months for all and *some more*." One new school-house was built last year at an expense of $2,000. Five hundred dollars of this sum was a donation by Mr. Daniel Foskit. The report goes on to state that "during the year, $99.45 have been expended in extra repairs on school buildings. These repairs have been made with a view to render it possible to occupy them for school purposes. "We have endeavored simply to keep out the wind and rain. In other respects, 'all things continue as they were from the beginning since the fathers fell asleep.'"

Rhode Island. The General Assembly during its late session gave an impetus to the cause of education by the passage of important bills. One of these requires each town to elect, or its School Committee to appoint, a superintendent of schools to perform such duties as the School Committee may assign, and receive such compensation as the town may vote. Another establishes a State Normal School, and appropriates ten thousand dollars for its support the first year. In order to equalize the advantages of this school, pupils living not less than five miles from it, may receive a sum proportionate to the distance, not exceeding ten dollars a quarter, to aid in the payment of travelling expenses. A good move for little "Rhody." Two or three more such General Assemblies will give her the lead in educational matters.

HARVARD GRADUATES OF THE EIGHTEENTH CENTURY. Mr. John Langdon Sibley, Librarian of Harvard College, sends the *Daily Advertiser* the following facts concerning the surviving graduates of Harvard, of classes preceding 1800:—

Four Harvard graduates of the last century are still living.

1. The Hon. Samuel Thatcher, H. U. 1793, the oldest living graduate, the oldest ex-member of Congress, the oldest living native of Cambridge, Mass., having been born July 1, 1776; blind, but wide awake as to everything pertaining to the college; now nearly ninety-seven years old, passing his serene summer evening at Bangor, Me. He remembers among his classmates John Curtis Chamberlain and Caleb Ellis, both members of Congress; Charles Jackson, LL. D., Judge of the Supreme Court of Massachusetts; and the genial, universally-known diarist and divine, the Rev. Dr. John Pierce of Brookline.

2. Four years later is another ex-member of Congress, the venerable and honored Horace Binney, LL. D., H. U. 1797, of Philadelphia, ninety-one years old, born at Watertown, Massachusetts, January 4, 1780, classmate of the late Rev. Dr. William Jenks, Chief-Justice William Merchant Richardson, LL. D., of New Hampshire; Professor Asahel Stearns, LL. D., of the Cambridge Law School; Dr. John Collins Warren and Judge Daniel Appleton White LL. D., who also was elected to Congress, but resigned his commission before he took his seat, having been appointed Judge of Probate for Essex County.

3. Another ex-member of Congress, Hon. Willard Hall, H. U. 1799, of Wilmington, Delaware, born at Medford, Massachusetts, December 24, 1780; still, at the age of ninety, discharging his duties as judge on the bench of the United States District Court of Delaware, maintaining a generous correspondence in a firm, round hand which distances for the beauty of its plainness anything which the elegant and illegible penmanship of young America can show. Among his classmates were another member of Congress, John Wilson, also the eminent Dr. Rufus Wyman, the first physician of the McLean Asylum, Professor Parker Cleveland of Bowdoin College, and Rev. Dr. Humphrey Moore.

4. In the same class, Samuel Dunn Parker, born December 6, 1781, in Boston, aged 89, formerly a leading lawyer at a Boston bar, a terror to all rogues and evil-doers because of his ability and shrewdness; retaining his vigorous mental powers, but withdrawn from active life by physical infirmities.

These four are all of the graduates of the last century who are living. Of the classes of 1800, 1801, there is not a living representative; of the class of 1802, there is only the venerable William Minot, and of 1803, the Hon. James Savage.

MATHEMATICAL CURIOSITY. The number 37 has this strange property, that if multiplied by 3, or any multiple of 3, up as high as 27, it will give in the product three figures exactly alike, and the sum of these three figures, if added together, will be found to be the number by which it was multiplied. Thus:

20

37	multiplied by	3	gives	111,	and	3×1= 3.
37	"	" 6	"	222,	"	3×2= 6.
37	"	" 9	"	333,	"	3×3= 9.
37	"	" 12	"	444,	"	3×4=12.
37	"	" 15	"	555,	"	3×5=15.
37	"	" 18	"	666,	"	3×6=18.
37	"	" 21	"	777,	"	3×7=21.
37	"	" 24	"	888,	"	3×8=24.
37	"	" 27	"	999,	"	3×9=27.

If you remember this, it will help you a little in doing your "sums." When you have 37 to multiply by 3, or any multiple of it as high as 27, you have only to multiply the first figure, and you may be sure the other results will be just like the first. — *Maine Journal of Education.*

BOOK NOTICES.

A Copious and Critical English-Latin Dictionary. By William Smith, LL. D., and Theophilus D. Hall, M. A. New York: Harper & Brothers.

We cannot at present speak of this valuable work as it deserves. It was announced fifteen years ago, but not till last year was the completed work issued from the English press, so great was the labor required to accomplish the end in view. In plan, pertinency of examples, accuracy, completeness, it greatly outranks its predecessors. It is really what it professes to be, an *English*-Latin Dictionary, seemingly as complete as a work of this kind can well be.

Dr. Smith has had the editorship and general superintendence of the work. Mr. Robinson, who had assisted in the preparation of the Latin-English Dictionary, was at first associated with him. He spent two years in laborious preparation, and had commenced writing out the various articles in detail when other engagements compelled him to give up the undertaking. Mr. Hall was then engaged, and has given unremitting attention to his task. Contributions have been received from many quarters, and no efforts have been spared to obtain the results of the best scholarship. The Harpers have presented the work in handsome form to American students.

Epistles to the Romans. Notes, Explanatory and Practical. By Albert Barnes. Tenth edition, revised and corrected.

The Harpers are continuing the publication of the revised edition of Barnes's Notes on the New Testament. No commentator can satisfy all Christian sects with his elucidations of Scripture. Paul's epistle to the Romans is generally regarded as hard to be understood. Mr. Barnes, from his point of view, ably unfolds its teachings, and renders great assistance to all students in comprehending the scope of its argument, and entering into its meaning.

MOTHERLESS, or a Parisian Family. Translated from the French of Madame Guizot DeWitt, by the author of "John Halifax." New York: Harper & Brothers.

This work is for girls in their teens. The indorsement of the translator is assurance enough that it is a good book.

DIARY OF THE BESIEGED RESIDENT IN PARIS, reprinted from the London "Daily News," with several new letters, is from the same publishers, and reveals to us Paris from the inside. These letters will be read with interest.

FENTON'S QUEST is a good novel, by M. E. Braddon. The Harpers' publications may be obtained of A. WILLIAMS & Co., at the "Old Corner Bookstore," 135 Washington street.

HUGH MILLER'S LIFE AND LETTERS. 2 vols. By Peter Bayne, M. A. Boston: Gould & Lincoln.

The American public already owe a debt of gratitude to this publishing house for the works of Hugh Miller. That debt will now be increased by these substantial volumes which reveal to us the real man Hugh Miller was. Not only the man of science, but the man in his modes of thinking and acting, the man in his devotion to what he had accepted as Christian truth, is here revealed. Mr. Bayne was eminently fitted for the task he undertook, and his readers will only have occasion to thank him for undertaking it.

METHOD OF CLASSICAL STUDY: Illustrated by questions on a few selections from Latin and Greek authors. By Samuel H. Taylor, LL. D. Boston: Thompson, Bigelow, and Brown.

This work of Dr. Taylor is well known to most classical teachers. It has been before the public nearly ten years, and has received the warmest commendations. Dr. Taylor's recent decease, the eulogiums pronounced upon his character, the marked homage paid to his scholarship, have called renewed attention to his works. Even the most successful classical teachers can hardly fail to get valuable hints from a work of this kind.

ORAL TRAINING. Lessons in Natural Science and General Knowledge, for Teachers of Public Schools and for Private Instruction, by H. Barnard. New York, A. S. Barnes & Co.

This little work is valuable, not only for its suggestive methods, but for the direction it gives to teaching. It opens the way for the imparting of much practical knowledge, and thus enlarges the common school curriculum; and at the same time shows how the mind may be quickened into an activity, conducive to a healthful development. It may be obtained of NICHOLS & HALL, 32 Bromfield Street.

THREE SUCCESSFUL GIRLS. By Julia Crouch. New York: Hurd & Houghton. Cambridge: Riverside Press.

We should not advise girls generally to go to New York expecting to meet with the same success that attended upon the heroines of this charming story. Still we hope the book will be widely read, as showing how three girls, relying upon their own efforts, through discouragements even, by the development of fine characters, won for themselves complete and honorable success.

THE WONDERS OF THE HEAVENS. By Camille Flammarion. From the French, by Mrs. Norman Lockyer, with forty-eight illustrations. New York: Charles Scribner & Co.

It is sufficient to say of this last issue of the Illustrated Library of Wonders, that it is worthy of its predecessors. But more may be said. It ranks among the very best of the series. We see that the *Independent* recommends this series for Sunday School libraries. It is certainly worthy a place in such libraries, and in all libraries designed to furnish useful as well as entertaining reading.

GINX'S BABY; his Birth and other misfortunes. A Satire. Boston: James R. Osgood & Co.

Ginx's baby, though in no sense a remarkable child, has succeeded in making considerable stir upon the other side of the Atlantic. He has a mission to perform on this side also. The Boston publishers have issued a cheap edition of the work which describes his misfortunes. It will amply repay perusal, and open the way, we trust, for Ginx's babies to meet a better fate.

HESPERIA. By Cora L. V. Tappan. We have not time to fathom the mystery of this long poem. It is dedicated to the future Republic. We gather from the preface that Astræa, the Genius of Liberty and Justice, seeks a dwelling-place upon earth. Persecuted and driven from land to land, she finds a home in the western world and gives birth to her daughter, Hesperia. Then come trials. War and slavery prevail; but by and by Hesperia triumphs. These evils are known no more, and love and peace prevail.

AMERICAN JOURNAL OF MICROSCOPY. Devoted to the elucidation of scientific and popular microscopy. E. M. Hale, M. D., editor. Chicago: G. Mead & Co., publishers. $2.00 per annum.

We have received the first number of the above. It opens well, and bids fair to become a valuable publication. It is a monthly of thirty-two pages.

THE WESTERN PENMAN is a new monthly, quarto form, eight pages, published at Coldwater, Mich., by J. S. Conover, at $1.00 per annum.

BOSTON DAILY NEWS. Subscription price $5.00 per annum. To clergymen, $4.00. Club rates, five copies for $20.00. Office at the Old State House. Republican in politics, and on the side of temperance and morality.

THE AMERICAN SCHOOL-ROOM FURNISHER. The advertising sheet of J. L. Hammett, 37 & 39 Brattle Street. Mr. Hammett has a supply of everything in the school furnishing line, — desks, pianos, philosophical apparatus, globes, maps, clocks, etc., down to slate pencils.

— FATHER TAYLOR'S school education was acquired in six months. His remarkable genius enabled him to make vastly more of little, than most men do of much.

— A "Manual of Composition and Rhetoric" that has lately made its appearance, defines "fiction" to be "a story made up of *facts invented* for that purpose."

— A London merchant lately left a legacy of £20 to a Gloucester schoolmaster who "once gave him a thrashing that had been a life-long benefit to him!"